

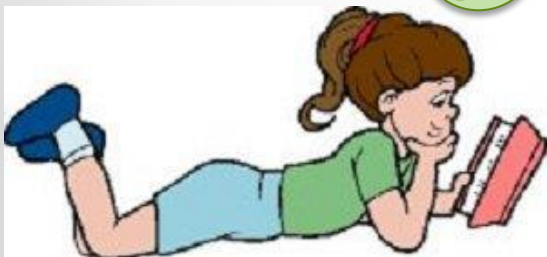
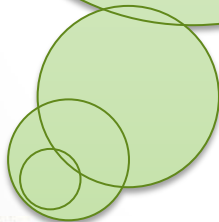
Creative Questioning

Visible Thinking Strategies in the LOTE Classroom

Stauber & Slocum

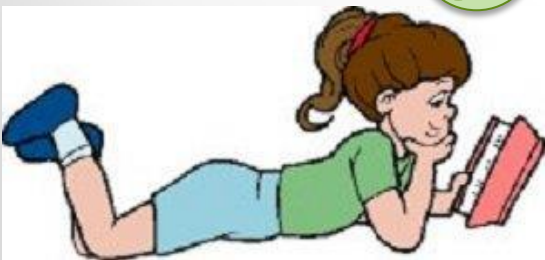


Claim Support Question





Claim Support Question



CLAIM / SUPPORT / QUESTION

A reasoning routine

1. Make a **claim** about the topic



Claim: An explanation or interpretation of some aspect of the topic.

2. Identify **support** for your claim

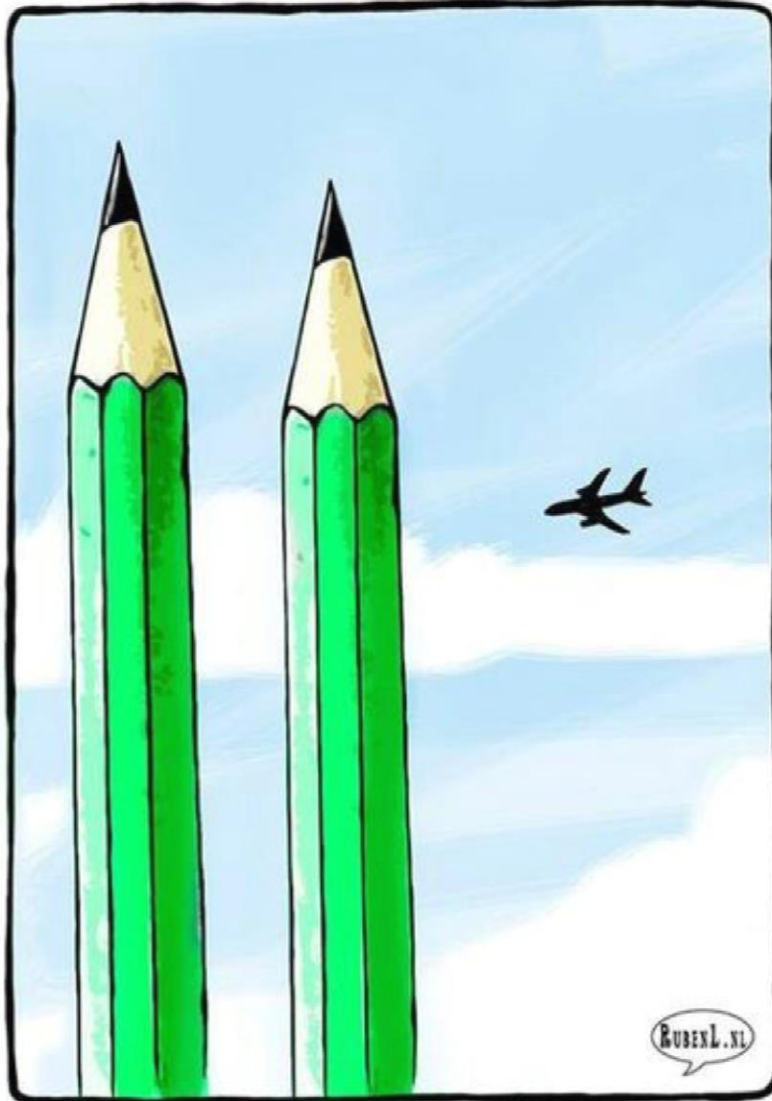


Support: Things you see, feel, and know that support your claim.

3. Ask a **question** related to your claim



Question: What's left hanging? What isn't explained? What new reasons does your claim raise?



Ruben L. Oppenheimer

@RLOppenheimer

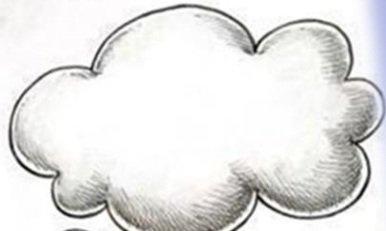
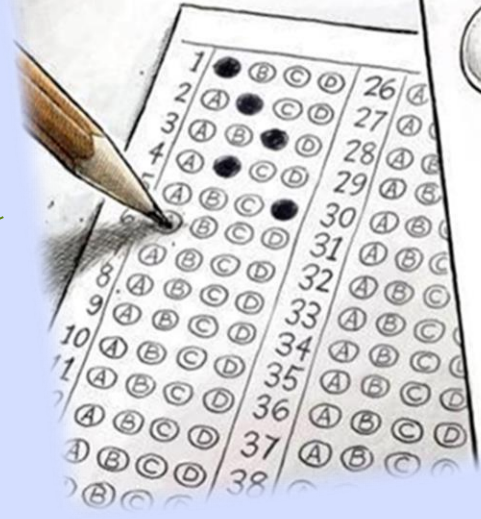
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#CharlieHebdo

10:23 AM - 7 Jan 2015



WHICH BUBBLE should OUR KIDS BE ASKED TO FILL IN?



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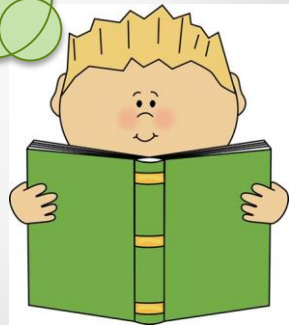


CREATIVE QUESTIONS

A routine for generating and transforming questions

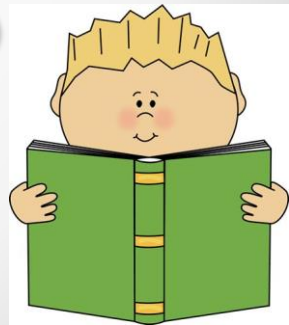
1. Pick an everyday object or topic and brainstorm a list of questions about it.
2. Look over the list and transform some of the questions into questions that challenge the imagination. Do this by transforming questions along the lines of:
 - *What would it be like if...*
 - *How would it be different if...*
 - *Suppose that...*
 - *What would change if...*
 - *How would it look differently if ...*
3. Choose a question to imaginatively explore. Explore it by imaginatively playing out its possibilities. Do this by: Writing a story or essay, drawing a picture, creating a play or dialogue, inventing a scenario, conducting an imaginary interview, conducting a thought experiment.
4. Reflect: What new ideas do you have about the topic, concept or object that you didn't have before?

What is our current
school culture?
How do we know?



What does our school
celebrate? How?

What are important rituals,
traditions, slogans, etc. at our
school? What do these say
about what we believe is
important?



QUESTION STARTS

A routine for creating thought-provoking questions

1. Brainstorm a list of at least 12 questions about the topic, concept or object.
Use these question-starts to help you think of interesting questions:

Why...?

What are the reasons...?

What if...?

What is the purpose of...?

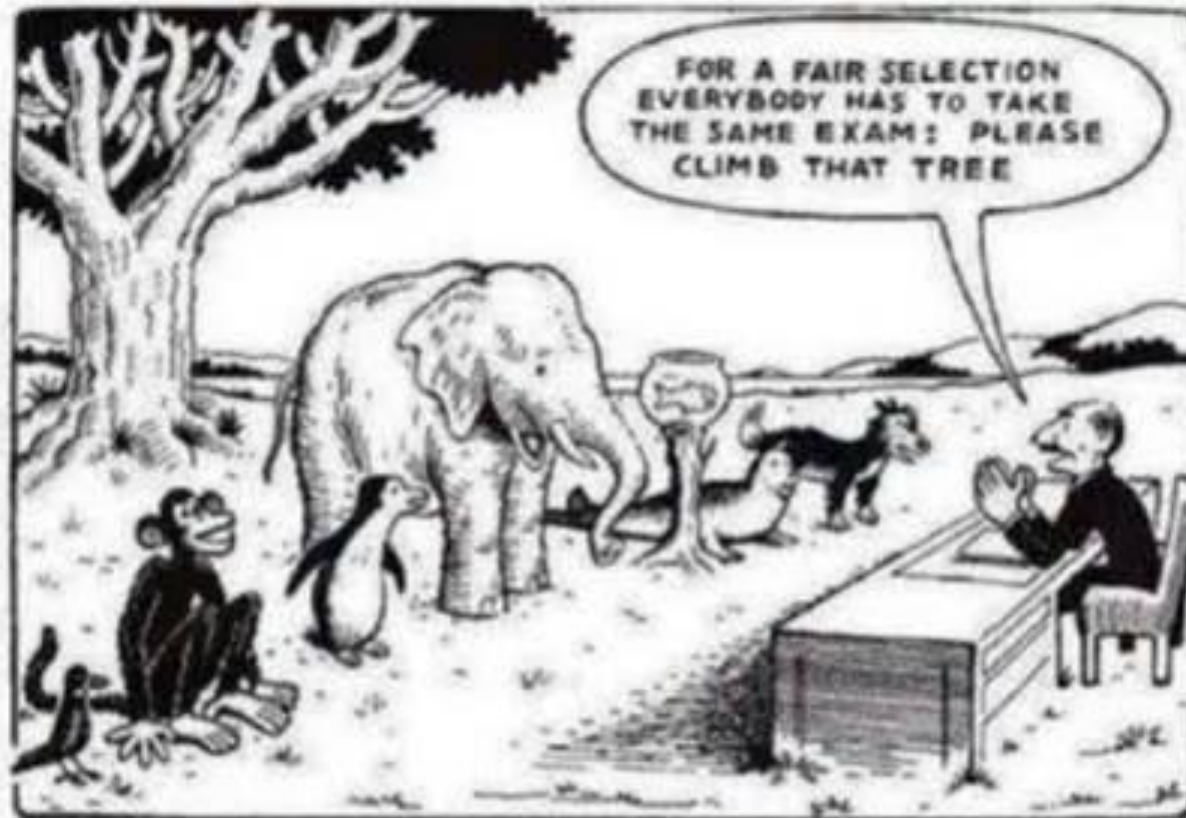
How would it be different if... ?

Suppose that...?

What if we knew...?

What would change if...?

2. Review the brainstormed list and star the questions that seem most interesting. Then, select one or more of the starred questions to discuss for a few moments.
3. Reflect: What new ideas do you have about the topic, concept or object that you didn't have before?

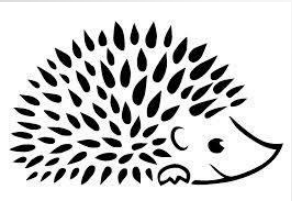


Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." - Albert Einstein

Why study another
culture?

How does language
shape culture?



ON PARLE LA MÊME
LANGUE, MAIS ON NE DOIT
PAS PARLER LE MÊME
LANGAGE.



WILSON

Question Sorts Routine

A routine for identifying powerful questions to guide inquiry and deepen understanding

1. Individually or as a group brainstorm a large set of questions on the topic and write each question on post it notes or note cards.
2. Create a horizontal continuum using masking tape on the table or draw one on the white board. This horizontal axis will represent generativity, that is, how likely the question is to generate engagement, insight, creative action, deeper understanding, and new possibilities. As a group, discuss and place each question on the horizontal line
3. Create a vertical continuum (axis) bisecting the horizontal axis. This line represents how genuine, that is, how much we care about investigating it, the question is. As a group, discuss and place each question by moving the post note up or down on the vertical axis.

HEADLINES ROUTINE

A routine for capturing essence

This routine draws on the idea of newspaper-type headlines as a vehicle for summing up and capturing the essence of an event, idea, concept, topic, etc. The routine asks a core question:

1. If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?

A second question involves probing how students' ideas of what is most important and central to the topic being explored have changed over time:

2. How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday?

THE EXPLANATION GAME

A routine for exploring causal understanding

The routine focuses first on identifying something interesting about an object or idea:

I notice that....


And then following that observation with the question:

Why is it that way? or Why did it happen that way?



ET ÇA, C'EST UNE PHOTO DE CLASSE. JE SUIS ASSISE À
L'EXTRÉMITÉ GAUCHE, ALORS ON NE ME VOIT PAS.
DE GAUCHE À DROITE: GOLNAZ, MAHSHID, NARINE, MINNA.



A black and white portrait of Marjane Satrapi. She has dark, curly hair and is looking directly at the camera with a neutral expression. She is holding a lit cigarette in her right hand, with smoke rising from it. The background is dark and out of focus.

Marjane Satrapi

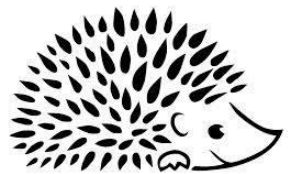
The world is not divided between East and West. You are American, I am Iranian, we don't know each other, but we talk and we understand each other perfectly. The difference between you and your government is much bigger than the difference between you and me. And the difference between me and my government is much bigger than the difference between me and you.
And our governments are very much the same.

- Marjane Satrapi, Iranian Graphic Novelist

**What happens when
cultures collide?**

Is conflict inevitable?

What is worth fighting for?



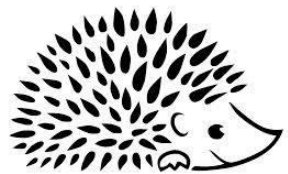
SEE / THINK / WONDER

A routine for exploring works of art and other interesting things

- What do you see?
- What do you think about that?
- What does it make you wonder?



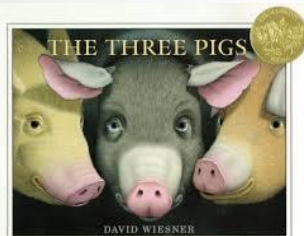
**See
Think
Wonder**



WHAT MAKES YOU SAY THAT?

Interpretation with Justification Routine

1. What's going on?
2. What do you see that makes you say that?



TRUE FOR WHO?

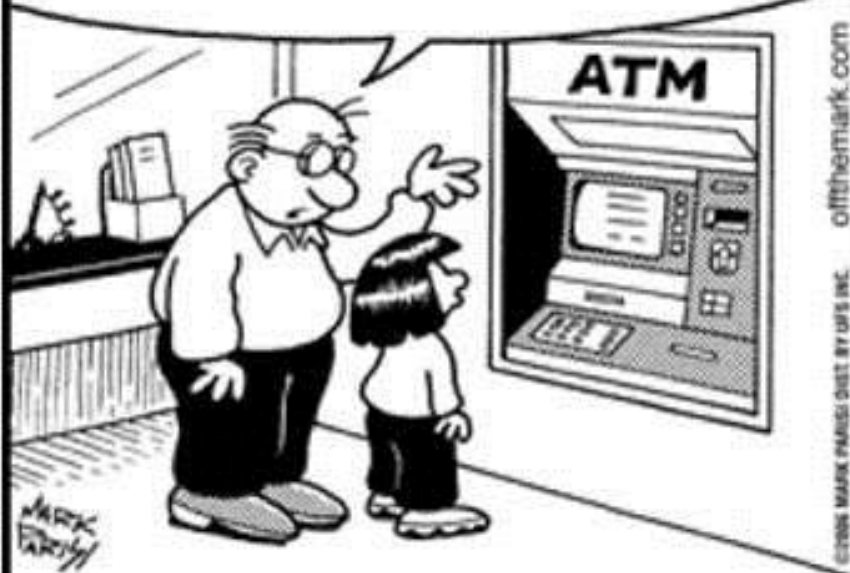
A routine for exploring truth claims from different perspectives

- 1. Discuss.** What kind of situation was the claim made in? (Who made it? What were people's interests and goals? What was at stake?)
- 2. Brainstorm.** Make a list of all the different points of view you could look at this claim from.
- 3. Dramatize.** Choose a viewpoint to embody and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why? Go around in a circle and dramatically speak from the viewpoint. Say:
 - *My viewpoint is...*
 - *I think this claim is true/false/uncertain because...*
 - *What would convince me to change my mind is...*
- 4. Stand back.** Step outside of the circle of viewpoints and take everything into account: What is your conclusion or stance? What new ideas or questions do you have?

off the mark.com

by Mark Parisi

I SELECTED "SPANISH." NOW SEE
IF YOU CAN FIGURE OUT HOW TO
WITHDRAW YOUR ALLOWANCE...







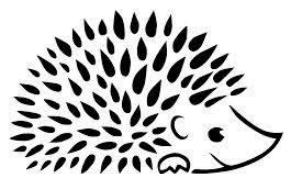
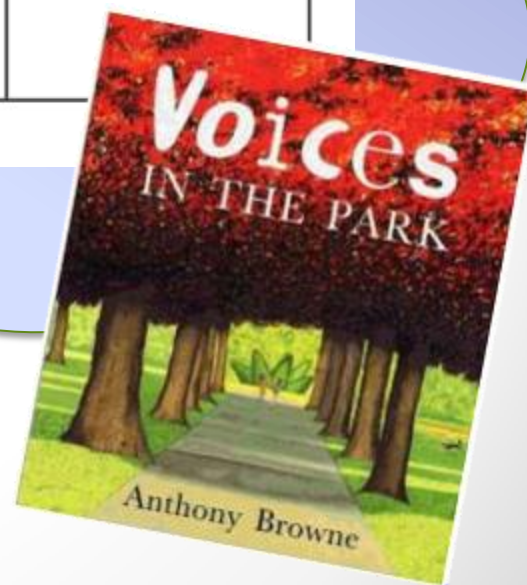
MOTIVATING YOUR KID TO
LEARN A SECOND LANGUAGE

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True for
who?

Ce que l'on apprend des personnages.

	La mère	Le père	Charles	Réglisse
				
caractère				
vocabulaire				



What can we learn from pictures?



Chalk Talk

Chalk Talk is a **silent way**

- ✓ to do reflection,
- ✓ generate ideas,
- ✓ check on learning,
- ✓ develop projects
- ✓ solve problems

- It can be used productively with any group (students, faculty, committees, etc.).
- Because it is done completely in silence, it gives groups a change of pace and **encourages thoughtful contemplation.**



dans
quel
monde
VUITTON?

ART AGAINST POVERTY
EZKSTREETART

3-2-1 BRIDGE

A routine for activating prior knowledge and making connections

Your initial responses
to the topic

3 Thoughts/Ideas

2 Questions

1 Analogy

Your new responses
to the topic

3 Thoughts/Ideas

2 Questions

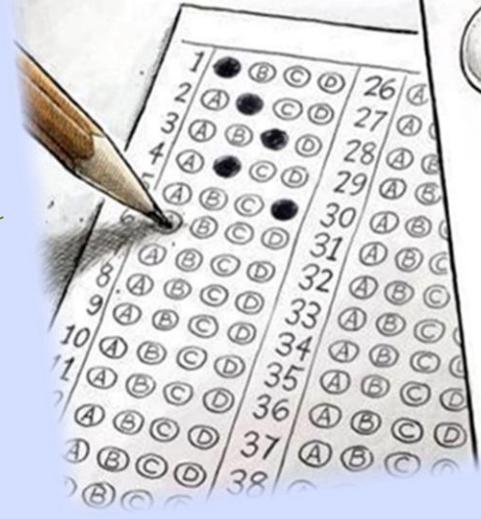
1 Analogy

Bridge:

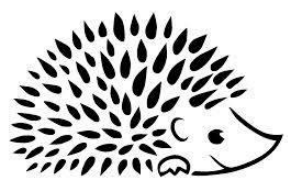
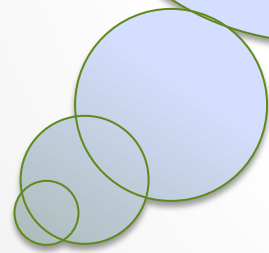
Explain how your new responses connect to your initial responses?



WHICH BUBBLE should OUR KIDS BE ASKED TO FILL IN?



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